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ABSTRACT

During the 1979-80 academic year the Bilingual Program in Community School District 16 in New York City, which served first through sixth graders, emphasized four areas: student achievement in English and Spanish reading, mathematics, and Puerto Rican history and culture; staff training; parental involvement; and supportive services. Student achievement was evaluated through norm and criterion referenced tests. It was found to vary from school to school within the district with most students making gains in most areas. The staff training component offered preservice, inservice and formal training at a university to bilingual staff members. The evaluator found that all activities were carried out successfully. Parents were encouraged to participate in advisory councils, workshops and cultural activities, and in English, Spanish, and High School equivalency classes. Family assistants were also available. The evaluator determined that family assistants and teachers provided a needed liaison with the community and that parents were involved in many activities. Supportive academic and cultural activities were offered by a bilingual resource teacher and were found to be effective. (MK)

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ED200693

FINAL EVALUATION REPORT

1979 - 1980

COMMUNITY SCHOOL DISTRICT 16

TITLE VII - BILINGUAL EDUCATION PROGRAM

PROJECT NO: 403CH90345

GRANT AWARD NO: G007604885

NBE 21356

U S DEPARTMENT OF HEALTH
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FINAL EVALUATION REPORT

1979 - 1980

BILINGUAL EDUCATION PROGRAM

COMMUNITY SCHOOL DISTRICT 16

1010 LAFAYETTE AVENUE

BROOKLYN, NEW YORK 11221

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I. INTRODUCTION:

During the 1979-1980 school year, the Bilingual Program at Community School District 16 has channeled its activities into four (4) main emphasis areas. The first major emphasis was on Student Achievement. The second major emphasis was on Staff Training. The third and fourth major emphasis areas were on Parental Involvement and Supportive Services respectively.

This final report will be divided into six (6) major sections; the first being, the introduction. The second (II) section concerns with Student Evaluation. The third (III) section discusses the Staff Training Component. The fourth (IV) section describes the Parental Involvement and the fifth (V) the Supportive Services.

The last section includes final conclusions and recommendations. This section supplements the conclusions and recommendations written for each of the four areas of major emphasis.

This Final Report covers the Periods from Sept. 1st, 1979 to August 31st, 1980. An Addendum with the analysis of the student data which has not been received will be prepared when the data becomes available.

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II. A. Objectives for Instructional Component (1979-1980)

1. By May 1980, the participating LEP students in grades 1 through 6 will show significant growth in Reading in Spanish as determined by their raw score differences between pre - and post - test administration of the appropriate levels of the Inter-American Series Tests.

2. By May 1980, the participating LEP students in grades 1 through 6 will show significant growth from pre- to post - test raw scores in the Mathematics subtest of the California Achievement Tests (CAT).

3. By May 1980, the participating LEP students in grades 1-6 will show significant growth in Puerto Rican Culture and History as determined by their raw score differences between pre- and post-test administration of a locally developed criterion-referenced test.

4. By May, 1980, the participating LEP students in grades 1-6 will have shown significant growth in oral vocabulary comprehension, following directions and auditory descrimination skills in English as measured by raw score gains from pre - to post-test administration of the Criterion Referenced English Syntax Test (CREST) developed by the N.Y.C. Board of Education.

5. By May, 1980, the participating students in grades 3 through 6 will demonstrate significant changes in their attitudes from pre- and post-test administration of the Harris Self Concept Scale.

* These objectives present a more valid reflection of the instructional component than the ones written before the program was implemented.

B. EVALUATION DESIGN:

This section will delineate the evaluation design which was utilized in assessing student growth. This design will be divided into:

Reading in English

Reading in Spanish

Mathematics

Puerto Rican History and Culture

Attitude Changes

The evaluation design is presented in Table I

TABLE I

EVALUATION DESIGN FOR INSTRUCTIONAL COMPONENT

1979-1980 C.S.D. 16

AREA	INSTRUMENT	COMPARISON
1. English	1. Criterion Referenced English Syntax Test (CREST)	1. Significance at .05 level determined by correlated t-test between pre- and post-test scores.
2. Spanish	2. Inter-American Tests of Reading in Spanish	2. Same as I.
3. Mathematics	3. California Achievement Test (CAT)	3. Same as I.
4. Puerto Rican Culture Test	4. Locally developed Criterion-Referenced Test	4. Same as I.
5. Attitude Change	5. Harris Self Concept Scale	5. Same as I.

C. EVALUATION INSTRUMENTS:

The evaluation of student achievement utilized commercial and locally developed instruments selected to meet the particular needs of the student in bilingual program in District 16. It should be recognized that commercially developed achievement tests for students of limited English-speaking ability are few in the United States. This makes test selection for bilingual students a difficult process.

The following commercially developed tests were used in the assessment of student achievement during the 1979-1980 school year:

1. California Achievement Test (CAT)
2. Criterion Referenced English Syntax Test (CREST)
3. Inter-American Tests of Reading (Spanish)
4. Harris Self Concept Scale

All these tests have strong content validity. Technical manuals describing construction procedures and reliability/validity coefficients have been studied. All information shows that the commercial tests in used are appropriate.

The project used the locally developed criterion referenced test Culture Attitude Inventory Test for the early grades. This test was developed by the Puerto Rican Association for Community Affairs (PRACA) in 1973. No technical studies have been made available. Content validity seems appropriate for the intended levels.

D. FINDINGS:

The results for the analysis of the data are presented by subject area, grade and school. Only, those students in each class for which pre and post-test scores were available are included. Pre-tests were administered during late September and early October, 1979 and post-tests during late May and early June, 1980. Two sets of scores are presented pre-test means and standard deviations and post-test means and standard deviations. The statistical significance of the mean difference gain from pre to post-test was determined by using correlated t-test ($p < .05$).

In this report the results for achievement in English, Mathematics and Culture will be presented. An Addendum with the results for achievement in Reading in Spanish and self-Concept will be prepared as soon as these scores are available.

I. ACHIEVEMENT IN ENGLISH

The Criterion Referenced English Syntax Test (CREST) was used to assess the participating of LEP students achievement in English. This test was used in the intermediate grades 5 through 9th. The results are presented by school and grade. The results from the pre and post-test scores comparisons appear in Tables 2 and 3.

TABLE II

Achievement in English

Significance of Mean Raw Score Difference between Pre and Post-Tests of Students in P.S. 81 in the CREST test by Grade.

TABLE II

Grade	N	Pre - Test Mean	Pre - Test Standard deviation	Post- Test Mean	Post- Test Standard deviation	Mean Difference	t test	df	Level of Significance
5	8	55.13	28.78	65.00	24.95	9.87	3.81	7	.01
6	11	68,00	19,23	76.82	16.02	8.82	3.16	10	.01

From the preceding table, the mean differences from both grades (5 and 6) in P. S. 81 were positive and statiscally significant. The mean difference ranged from 8.8 in the 5th grade to 9.9 in the 5th grade. The scores in the pre-test ranged for 55 points in the 5th grade to 68 in the 6th grade. During post-testing the scores ranged from 65 points in the 5th grade to 77 points in the 6th grade.

TABLE III

Achievement in English

Significance of Mean Raw Score Difference Between Pre and Post-Test Administration of the CREST test (Intermediate Levels) for Students in JHS 57 by Grade.

Grade	No.	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	t test	df	Level of Significance
7	16	45.19	21.79	55.56	21.51	10.37	2.40	15	.05
8	5	66.20	29.73	76.40	10.06	10.20	1.14	4	n.s.
9	6	69.00	13.43	74.33	10.09	4.33	1.56	5	n.s.

From the preceding table, the mean difference for each of the three grades in this junior high was positive. The mean difference for the 7th grade was statistically significant. The mean difference ranged from 4 raw score points in the 9th grade to 10 raw score points in the 7th grade. The scores on the post-test ranged from 45 raw score points in the 7th

grade tp 69 raw score points in the 9th grade. During post-testing, the scores ranged from 56 raw score points in the 7th grade to 76 raw score points in the 8th grade.

2. ACHIEVEMENT IN MATHEMATICS

The Mathematics subtests of the California Achievement Test (CAT) were used to assess achievement in Mathematics in the three participating school as follows:

a) P.S. 304 (Grades: 1-4); Test Levels: 11c - 14c.

b) P.S. 81 (Grades: 2-6); Test Levels: 11c - 16c.

c) JHS 57 (Grades: 7-9); Test Level; 17c

The analysis of the results for the scores in Mathematics are presented by school and grade in Tables 4, 5 and 6.

TABLE IV

Achievement in Mathematics

Significance of Mean Raw Score Difference Between Pre and Post-Test Administration of the CAT (Math Subtest) for Students in P.S. 304 by Grade.

Grade	Level	No.	Pre - Test Mean	Pre - Test Standard Deviation	Post- Test Mean	Post- Test Standard Deviation	Mean Difference	t-test	df	Level of Significance
1	11c	16	12.13	3.86	31.06	7.72	18.93	9.09	15	.001
2	12c	28	22.61	9.22	42.79	13.92	19.68	10.13	27	.001
3	13c	24	21.50	8.41	63.42	12.50	21.92	9.62	23	.001
4	14c	19	45.09	10.97	47.84	11.93	2.79	1.65	18	n.2.

From the preceding table, all the four grades in P.S. 304 showed positive mean difference gains from pre to post-testing in the Mathematics subtest of the CAT. Three of the mean difference gains were statiscally significant: Grades 1st, 2nd and 3rd. The mean difference ranged from 3 raw score points in the 4th grade to 22 raw score points in the 3rd grade. The scores on the post-test ranged from 12 raw score points in the 1st grade to 45 raw score points in the 4th grade. During post-testing, the scores ranged from 31 raw score points in the 1st grade to 48 raw score points in the 4th grade.

TABLE V

Achievement in Mathematics

Significance of Mean Raw Score Difference Between Pre and Post-Test Administration of the CAT (Mathematics Subtests) for Students in P. S. 81 by Grade.

Grade	Level	No.	Pre - Test Mean	Pre - Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	t-test	df	Level of Significance
2	11c	15	29.07	7,25	41.13	7.95	12.06	6.43	14	.001
3	13c	15	18.13	10.26	41.53	17.27	23.40	6.85	14	.001
4	14c	13	23.77	9.78	36.31	12.07	12.54	5.54	12	.001
5	15c	9	29.67	11.05	40.56	19.09	10.89	2.64	8	.05
6	10C	12	31.25	5.75	43.33	8.25	12.08	8.68	11	.001

From the preceding table, all five grades in P.S. 81 showed mean difference gains from pre to post-testing of the CAT (Mathematics subtests) which were positive and statistically significant.

The mean difference ranged from 11 raw score points in the 5th grade to 23 raw score points in the 3rd grade. The scores on the post-test ranged from 18 raw score points in the 3rd grade to 31 raw score points in the 6th grade. During post-testing, the scores ranged from 36 raw score points in the 4th grade to 43 raw score points in the 6th grade.

TABLE VI

Achievement in Mathematics

Significance of Mean Raw Score Difference Between Pre and Post-Test Administration of the CAT (Mathematics Subtests) for Students in JHS. 57 by Grade.

Grade	Level	No.	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	t-test	df	Level of Significance
7	17c	12	21.17	4.41	22.58	6.65	1.41	0.61	11	n.s.
8	17c	7	25.14	6.28	37.86	16.39	12.92	2.48	6	.05
9	17c	6	21.17	2.93	21.17	4.02	0.00	0.00	5	n.s.

From the preceding table, two of the grades in J.H.S. 57 (7th and 8th) showed mean difference gains which were positive. The gains in the 8th grade were also statistically significant. In the 9th grade there was no gain from pre to post-testing. The mean difference ranged from 0 raw score points in the 9th grade to 13 raw score points in the 8th grade. The scores on the pre-test ranged from 21 raw score points in the 7th and 9th grades to 25 raw score points in the 8th grade. During post-testing, the scores ranged from 21 raw score points in the 9th grade to 38 raw raw score points in the 8th grade.

3. CULTURE AND HISTORY

The locally developed criterion referenced test, the Culture Test (Spanish) was used to measure student achievement in Culture and History. The results of the pre and post-test comparisons in this area are presented by school and grades in Tables 7, 8 and 9.

TABLE VII

Achievement in Puerto Rican History and Culture

Significance of Mean Raw Score Difference Between Pre and Post-Test Administration of the Culture Test for Students in P.S. 81 by Grade.

Grade	No.	Pre-Test Mean	Pre-Test Standard Deviation	Post - Test Mean	Post - Test Standard Deviation	Mean Difference	t test	df	Level of Significance
1	8	14.25	2.71	17.38	2.07	3.13	4.89	7	.01
2	13	15.31	2.72	21.54	2.11	6.23	8.91	12	.001
3	17	16.95	5.04	17.82	6.95	1.53	0.89	16	n.s.
4	10	18.30	4.79	19.60	5.25	1.30	0.73	9	n.s.
5	10	25.30	4.76	26.40	3.81	1.10	0.85	9	n.s.
6	12	27.83	5.80	29.83	5.98	2.00	1.26	11	n.s.

From the preceding table, all the six classes in P. S. 81 showed mean difference gains from pre to post-testing in the Culture Test. Two of these gains were statistically significant. The mean difference ranged from 1 raw score points in the 5th grade to 6 raw score points in the 2nd grade. The scores on the post-test ranged from 14 raw score points in the 1st grade to 28 raw score points in the 6th grade. During post-testing, the scores ranged from 17 raw score points in the 1st grade to 30 raw score points in the 6th grade.

TABLE VIII

Achievement in Puerto Rican Culture and History

Significance of Mean Raw Score Difference Between Pre and Post-Test Administration of the Culture Test for students in P.S. 304 by Grade.

Grade	No.	Pre-Test		Post-Test					
		Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	t test	df	Level of Significance
2	30	15.77	1.63	18.93	2.00	2.53	8.32	29	.001
3	24	20.00	4.68	23.63	3.25	3.63	3.66	23	.01
4	21	31.38	6.45	32.86	6.89	1.48	1.30	20	n.s.

From the preceding table, the three classes in P.S. 304 showed mean difference gains from pre to post-testing in the Culture Test which were positive. Two of these gains (2nd and 3rd grades) were statistically significant. The mean difference ranged from 1.5 raw score points in the 4th grade to 4 raw score points in the 3rd grade. The scores in the post-test ranged from 16 raw score points in the 2nd grade to 31 raw score points in the 4th grade. During post-testing, the scores ranged from 19 raw score points in the 2nd grade to 33 raw score points in the 4th grade.

TABLE IX

Achievement in Puerto Rican History and Culture

Significance of Mean Raw Score Difference Between Pre and Post-Test Administration of the Culture Test for Students in JHS 57 by Grade.

Grade	No.	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	t-test	df	Level of Significance
7	9	24.89	6,32	27,99	6.30	3.11	1.19	8	n.s.
8	9	30.67	5.20	32.56	4.80	1.89	1.89	8	n.s.
9	6	27.17	13.00	29.17	8.40	2.00	0.61	5	n.s.

From the preceding table, the three grades in J.H.S. 57 showed positive mean difference gains from pre to post-testing of the Culture Test.

The mean difference ranged from 1.9 raw score points in the 8th grade to 3 raw score points in the 7th grade. The scores in the pre-test ranged from 25 raw score points in the 7th grade to 31 raw score points in the 8th grade. During post-testing, the scores ranged from 28 raw score points in the 7th grade to 33 raw score points in the 8th grade.

E. CONCLUSIONS

1. In achievement in English as measured by the CREST test, students in P.S. 81 performed consistently better than students in JHS 57. This is valid, of course, if students in both school took the same test levels. This information was not available for P.S. 81.

2. In achievement in Mathematics as measured by the Mathematic subtests of the CAT, students in P.S. 81 (Grades: 2-4) performed as well as students in P.S. 304 (Grades: 1-4) taking the same subtest levels. All classes in P.S. 81 made statistically significant gains in Mathematics, while in P.S. 304 all classes but one made similar gains. Only one class in JHS 57 made statistically significant gains.

3. In Achievement in Culture and History, the results were varied. Two classes (1st and 2nd grades) in P.S.81 made statistically significant gains. In P.S.304 also two classes (2nd and 3rd grades) made statistically significant gains. In J.H.S. 57 none of the classes made significant gains.

F. RECOMMENDATIONS

1. It is recommended that information on the pre and post-test levels be kept and provided. This will allow some comparison among schools taking the same test levels in any given subject area.

2. It is recommended that teachers continue/start to use the CDA Mathematics System presented last year in the project. Thus it is expected that all classes will make significant gains during next year.

3. It is recommended that the Culture Test in use be carefully studied to consider its best utilization. Perhaps a field-testing of the locally developed instrument is necessary.

4. It is recommended that scores in all subject areas be available earlier next year so the Final Evaluation Report will give a wider picture of the achievement of the bilingual students in C.S.D. 16.

III. STAFFING AND STAFF DEVELOPMENT

A. Objectives for 1978-1980:

The primary objective of Community School District 16 in the staff development component is to prepare teachers and paraprofessionals to function optimally in the bilingual - bicultural program through the development of professional skills and human relationships as identified by the Staff Needs Assessment Instrument in the Spring of 1979. Therefore, an extensive training program will be developed and based upon said assessment in cooperation with Long Island University in Brooklyn, New York and other private training consultant agencies for all staff members associated with the bilingual-bicultural program. The following areas are to be addressed in the 1979-80

Staff Development and Training Program on a tentative basis:

Teaching of listening skills

Teaching of speaking skills

Teaching of reading in English and Spanish skills

Teaching of oral reading

The description and evaluation of this component will be divided in the following sections:

B. Pre-Service and In-Service Training

C. Formal Training

D. Educational Conferences

E. Classroom Observations

F. Conclusions and Recommendations

B. Pre-Service and In-Service Training

Throughout the school year 1979-80 the Bilingual Program In C.S.D. 16 has offered a series of workshops to the staff covering the different curriculum areas keeping up the program's goals and objectives.

The Pre-Service Training took place at the Community School District 16 - Central Office for three days in early September, 1979. All Bilingual Staff, the Director of Reimbursable Programs, and a representative of Long Island University Bilingual Department participated in the initial orientation. The content of the Pre-Service Training included:

- Review of needs, rationale, philosophy, objectives activities in relation to the new Title VII Legislative Amendments of 1978, and methods of formative or process evaluations.

- Discussion of screening instruments to be used, administration of screening tests and interpretation of scores.
- Diagnostic instruments to be used to assess each students' language needs in both English and Spanish.

  Language Assessment Battery - English/Spanish

  Test of General Ability - Inter American Series (Prueba de Habilidad General)

  Crane Diagnostic Test (Spanish)

  Stanford Early School Achievement Test - English and Spanish (Instruction) - Harcourt Brace

  Harris - Self Concept Scale

  Crest - Criterion Referenced English Syntax Test

  District 16 - Puerto Rican History & Culture Test

  California Achievement Test (Math only)

All Title VII Community School District 16 Bilingual Staff attended the In-Service Training Sessions held from November 1979 to June 1980.

The following describes the in-service training, workshops, and Staff Development sessions held:

a) On Saturday, October 6, 1979, at the District Office (Room 210), a Math Consultant for the Curriculum Development Associates met with the Bilingual Staff. She presented all the different parts of the CDA Math Program and the utilization of same in the classroom. The first part of the workshop was a presentation of the program. The second part were hands-on Math activities where those in attendance had the opportunity to practice using the materials.

At this meeting an inventory of Resource Materials available in the Bilingual Office was distributed. The purpose of doing this was to make it easy for the teachers to know what was available, so that they could order according to their needs. Orders were received in the project and the dissemination of the educational materials followed.

The Math Consultant conducted several Math Workshops in the continuous effort to implement a successful Math Curriculum for the LEP children.

She met with all the teachers and Educational Assistants as a group and on individual basis to:

a. present materials
b. demonstrate lessons
c. answer questions
d. discuss procedures to implement the program

Excellent evaluation of the above is on file.

She met with the District Bilingual Resource Staff to:

a) discuss and plan follow-up activities

b) tape presentations for future use in staff development.

B. The second workshop was conducted by a consultant for "Comunidades" (a Social Studies Program) at P.S. 304K on November 27, 1979 during the lunch break. The consultant gave an overview of the program and included in her presentation the introduction, instruction and evaluation of the program. A period for discussion followed the presentation.

Among the Bilingual Staff who attended the session were: four (4) Classroom teachers, one (1) ESL teacher, one (1) Resource teacher, four (4) Educational Assistants, and the Curriculum Specialist.

C. The Bilingual Staff attended a series of workshops presented by Educational Solutions, our consultants, in an effort to improve their teaching abilities using the "Silent Way" approach originated by Dr. Caleb Gattegno.

The workshops dates were:

1) On November 15, 1979, at the District Office - Room 229, the ESL and Resource Personnel attended an all day session (9;00 A.M. - 3:00 P.M.) conducted by Mr. Bruce Ballard (Consultant from Educational Solutions).

2) A second all day-session was conducted by Mr. Ballard on November 21, 1979 at the District Office - Room 229 .

3) On the 15th and 16th of January, 1980, all the Educational Assistants (eight) in our Bilingual Program attended all day workshops conducted by Mrs. Bruce Ballard.

   An evaluation of this workshop was made using the Activity Evaluation Form (See Appendix A).

   The results from this workshop are presented in the next table.

TABLE 10

AREA	NUMBER	AVERAGES
Effectiveness	8	3.00
Instructional Value	8	2.88
Content Applicability	8	3.00
Practicality of Suggestion (s)	8	2.88

From the preceding table two of the parameter assessed scored average, while the other two we considered between satisfactory and average.

(4) On February 23, 1980, at the Educational Solutions Offices at 80 Fifth Ave. NYC the Bilingual Staff attended a workshop where videotapes where shown. An evaluation of this activity is presented in the next table.

Table 14

ESL Workshop Evaluation (2/23/80)

Area	Number	Average
Effectiveness	3	3.67
Instructional Value	3	4.00
Content Applicability	3	3.67
Practicality of Suggestion (s)	3	4.00

All the Evaluated parameters scored above average. The two highest parameters were the instructional value of the workshop and the practicality of its suggestions.

All the teachers received the requested materials in order to implement the Silent Way approach. However, further training is still needed.

d) MEDIA CENTER TRAINING WORKSHOPS:

All day workshops (9:00 A.M. - 3:00 P.M.) were attended by members of the Bilingual Staff on Thrusday, March 20th and Friday, March 21st, 1980 at the Rafael Cordero School (Dist. 4.)

The staff involved in the Learning Through the Arts Program (Photography) learned how to use the camera, take good pictures, develop the film, and make enlargments. Students in the bilingual classes in grades 5th and 6th in P.S. 81 and 7th, 8th and 9th grades in J.H.S. 57 are participating in this program.

e) A Consultant for Leocolor from Educational Solutions, gave several demonstrations in the use of Leocolor materials and techniques for the instruction of Spanish in a teacher in P.S. 81K.

This teacher conducted several workshops for other Bilingual Staff and for the principals of P.S. 81K and P.S. 304K.

C. FORMAL TRAINING:

All Title VII Bilingual Staff Members were eligible to enroll in undergraduate or graduate courses at the Institute of Bilingual and Urban Education at Long Island University - Brooklyn Center. The Undergraduate Program at LIU leads to a Bachelor of Arts while the Graduate Program offers a Master of Science Program in Bilingual, Urban Education, and Supervision and Administration. The Graduate Program offers a wide range of courses in Foreign Languages and Literature, Ethnic Studies, Psychology, Special Education, Sociology, Elementary and Early Childhood Education with a Bilingual approach. The Undergraduate and Graduate Program are competency based and the emphasis is on filed-centered instructions. Long Island University situated in downtown Brooklyn, (15 minutes from Community School District 16) has been very successful in training and preparing teachers, paraprofessionals and Resource Staff in District 16. A close association has been continued between the University and the district, LIU has always responded the district's educational and training needs.

Since CSD 16 received the Title VII Grant Award in 1976, the Bilingual Staff of District 16 has continuously attended classes at LIU. Today all of the Bilingual Teachers have received their Masters Degrees in Education and are pursuing studies towards obtaining Bilingual Administration and Supervision Certificate.

The majority of the paraprofesional staff is also attending undergraduate studies at L.I.U.

The following table summarizes the credits taken by CSD 16 Bilingual Staff during the 1979-1980 school year. The table is presented by semester and division, whenever the information is available.

TABLE XII

Credits taken at LIU by CSD 16 Bilingual Staff Members During 1979-1980

Semester	Undergraduate	Graduate	Total
Fall 1979	18	27	45
Spring 1979			51
Mini Summer Session			21

From the preceding table the bilingual staff from CSD 16 took 117 credits at the undergraduate and graduate level during the 1979-1980 school year. Information on credits taken at each level should be kept. Also a list of the courses taken by semester should be compiled.

D. EDUCATIONAL CONFERENCES:

The following is a list of the conferences attended by CSD 16 Bilingual Staff during the 1979-1980 school year.

1. On Friday, December 7, 1979 the Regional Bilingual Training Resource Center at 131 Livingston Street presented a Conference titled "The Multicultural Themes of Christmas". It provided an opportunity to view, create, and work on activities and ideas on multicultural Christmas celebrations.

Several members of the Bilingual Staff attended this Conference and brought back materials that were disseminated among the rest of the Bilingual Staff.

2. On Friday, January 11, 1980, at I.S. 184-778 Forest Avenue, Bronx, N.Y., the Northeast Center for Curriculum Development conducted an Orientation Conference.

The aim of the Conference was to introduce and to explain procedures for identifying existing relevant curriculum materials that have been prepared by bilingual education programs throughout the city. Also, to present new materials developed at the Northeast Center.

It was attended by members of the Bilingual Staff and the materials received were disseminated to the Bilingual Staff.

3. On Saturday, January 12, 1980 at I.S. 274 - 456 White Plains Road, Bronx, N.Y., Community School District 8 - Project S.A.B.O.R. celebrated The First Annual Dist. 8 Bilingual Conference. The

workshops covered the following subjects: ESL/Foreign Language Instruction, Content Area Instruction, Bilingual Special Education, Native Language Arts.

Several members of the Bilingual Staff attended the Conference and the materials received were disseminated among the Bilingual Staff.

4. On Tuesday and Wednesday, January 15th and 16th, 1980 at Fordham University at Lincoln Center, The Office of Bilingual Education conducted a series of workshops on the preparation for new basic bilingual education programs under Title VII of the Elementary and Secondary Education Act. The workshops were conducted by individuals with extensive experience in aspects of planning and implementing bilingual education programs. Participants were provided with step by step instructions with a special emphasis in developing the proposal narrative.

This meeting was attended by the Coordinator of this Bilingual Program.

5. On Friday, February 1st, 1980 at Fordham University, 113 West 60th Street, The Manhattan Council International Reading Association presented "The Fifth Annual Parents and Reading Conference". This Conference was attended by parents and members of the Bilingual Staff. Topics included were: Meeting Community Needs, Artistic Literacy, Parents and Testing, Photography and Reading, The Gifted Child, Your Child's Health, Television and Reading, Meet the Authors, The Turned-Off Teen, Learning Through Music, Story Telling, Sexism and Reading, Resources for Parents and Bilingual Programs.

Materials received at this conference were disseminated to the Bilingual Staff.

6. On Saturday, February 2nd, 1980, (9-4:30P.M.) at Fordham University at Lincoln Center, The Bilingual Office of the Board of Education of the City of New York presented "The First Testing and Evaluation Conference in Bilingual Education". It was attended by members of the Bilingual Staff in our District. The major presentations and workshops covered the following topics: a) Competency Testing and the LEP Student, b) Evaluation of Bilingual Programs in N.Y.C. c) Promotional Standards for LEP (Students) d) Workshops on Evaluation Modules. Seven bilingual members of CSD 16 staff attended.

Materials received at this conference were disseminated to all schools in Dist. 16 that have Bilingual classes. Some of the staff attending this activity evaluated it. A summary of the evaluation is presented in the next table.

TABLE XIII

Area	Number	Average
Effectiveness	2	4.50
Instructional Value	2	4.00
Content Applicability	2	3.50
Practicality of Suggestions	2	2.50

Most of the parameters assessed scored above average or better. Only one parameter scored satisfactory; the practicality or suggestions.

7. On Saturday, February 9, 1980, at the Concord Hotel, Lake Kiamesha, New York, the New York State Association for Bilingual Education conducted the Third Annual Bilingual Conference to provide project directors and bilingual educators with an opportunity to share ideas, materials, and other information.

Several members of the Bilingual Staff attended this conference and the materials they received were disseminated among the Bilingual Staff.

8. On Friday, March 14, 1980, at the Biltmore Hotel at 43rd St., NYC, The Manhattan Council International Reading Association sponsored a Conference on Communications Arts. Topics covered were:

a) Comprehending the Content Through Reading and Writing

b) Using the New York Times in the Classroom and

c) Transferring the Reading Skills of Bilingual Children

The Curriculum Specialist attended the Conference. Materials received at the conference were disseminated among the Bilingual Staff.

9. The Annual Conference of the National Association for Bilingual Educators was held in Anaheim, California from April 16th to the 24th, 1980. The Conference was planned to highlight and share in the contribution that parents, educators and other committed persons make to Bilingual Education.

District 16, Bilingual Program Staff was selected to present a workshop at the Conference. The workshop was presented by the Program Coordinator, assisted by the Curriculum Specialist, and a Bilingual Teacher.

The presentation was called "Parent Involvement A Reality", a successful component of our program. It consisted of a presentation of District 16 - Parent Involvement Component, slides of parents working at both P.S. 304 and P.S. 81 and a hands-on activity. There were thirty-five (35) participants, each received booklets prepared for distribution, and the flowers they made. The presentation was well accepted and the evaluation results are presented in the next table.

TABLE XIV

Evaluation of NABE WORKSHOP by

CSD 16 - Bilingual Staff Members

Area	Number	Average
Effectiveness	21	4.29
Instructional Value	21	4.05
Content Applicability	21	4.05
Practicality of Suggestions	21	4.29

All the parameters assessed in this presentation were scored better than above average. Two of the parameters, effectiveness of presentation and practicality of suggestions, were rated the highest.

E. CLASSROOM OBSERVATIONS

To improve the teaching and management techniques of the bilingual teachers in CSD 16, classrooms were visited regularly during the year by the Project Coordinator and the Resource Specialist. Also, the following visits were made:

a) Mrs. Lydia Gonzalez, a consultant in Classroom Management, observed all bilingual classes to assess classroom management techniques. As follow-up, she met with the respective teachers and discussed her findings. The purpose of these visits was to improve, where necessary, the bilingual teachers classroom management techniques. The reports prepared by the Classroom Management Specialist are presented in Appendix B.

b) The Project Evaluator visited P.S. 81 and P.S. 304 during late Spring 1980 accompanied by the Title VII Resource Specialist. He followed the Observation Checklist for Teacher Behavior (See Appendix C) to informally conduct these visits. The results of the observations for both schools are presented in the following table.

TABLE XV

Classroom Observations Conducted by Project Evaluator During the Spring 1980.

SCHOOL	GRADE	POSITIVE COMMENTS	NEGATIVE COMMENTS
P.S. 81	This school presented a very good environment. The halls were clean, quiet and well disciplined.		
	1st and 2nd grades	1. Wealth of bilingual materials and resources displayed and in use in the class. 2. Completely bilingual teacher who addresses children depending on their linguistic abilities. 3. Physical distribution of students permits work in groups as well as with individuals.	1. None

TABLE XV CONTINUED

Classroom Observations Conducted by Project Evaluator

During the Spring 1980

SCHOOL	GRADE	POSITIVE COMMENTS	NEGATIVE COMMENTS
		4. Paraprofessional was with children in Reading in Spanish. Children were courteous and greeted visitors upon entering and leaving. 5. This class is working above average with excellent teacher and paraprofessional planning team.	
P.S. 81	3rd and 4th grades	1. Class was in auditorium watching a movie and could not be observed.	

TABLE XV CONTINUED

SCHOOL	GRADE	POSITIVE COMMENTS	NEGATIVE COMMENTS
	4th and 5th grades	1. Environment was relaxed and students were being tested. 2. The range of students was wide as expected from the range of ages. 3. Enough bilingual materials in display and usage.	1. Teacher was not happy to see visitors come to observe. This is after visit was announced.
P.S. 304	Through building environment appeared to be discipplined, some lack of discipline and control were encountered on the second floor.		
P.S. 304	2nd grade and TESL class	1. Neither classes could be observed for they were not meeting at the time they were visited.	

TABLE XV CONTINUED

SCHOOL	GRADE	POSITIVE COMMENTS	NEGATIVE COMMENTS
	3rd grade	1. Enormous amount of bilingual materials and resources in usage 2. Good rapport and working relaship between teacher and aide. 3. Individual attention given to different cognitive levels, as mainfested by group instruction in small and large groups . Aide helps in individualizing instruction.	1. None
	4th grade	1. Plenty of bilingual materials and resource in usage. Many materials developed by students. 2. Teacher worked with large group while aide worked with the CDA with a smaller group.	1. None

TABLE XV CONTINUED

SCHOOL	GRADE	POSITIVE COMMENTS	NEGATIVE COMMENTS
	4th grade	3. Teacher and aide provided constructive criticism and praise. 4. Teacher demonstrated flexibility and recognized differences among students.	

F. CONCLUSIONS AND RECOMMENDATIONS

Many activities in the area by Staff Training and Development were successfully carried out in District 16 during the shool year 1979-1980. The success of the pre-service, in-service and formal training is closely related to the students' academic success. In order to strengthen this component, it is recommended that:

1. All workshops including the pre-service training should be evaluated with the Workshop Evaluation Form.
2. A more detailed list of courses taken at Long Island University, should be kept, including: division (graduate, undergraduate), semester and course names.
3. Teachers should be observed twice a year. Once in the fall and once in the spring. Conferences with each teacher should be scheduled to discuss results of observations. It is expected that these observations and discussion will improve the instructional quality offered to the bilingual student in C.S.D. 16.

IV. PARENT AND COMMUNITY INVOLVEMENT COMPONENT:

Community School District 16 recognizes that eventual success of the program depends to a large extent on the support of all parents in the district. Therefore, steps have been taken to provide a comprehensive program for parents and to encourage them to participate actively at each step of the program. (planning, development, implementation and evaluation.) Some of the activities for the school year 1979-1980 included:

1. Participation in the Advisory Committee
2. Participation in workshops and cultural activities
3. Participation in ESL, SSL and High School Equivalency classes.
4. Assisting teachers in classroom activities.

A. OBJECTIVES FOR THE PARENT AND COMMUNITY INVOLVEMENT COMP.

The primary objective for the parent involvement component is to provide a mechanism through which parents may take an active part in the program activities as well as participate in the cognitive and social development of their children. In order to accomplish this overall goal in conformity with the new Bilingual Education Amendment of 1978, the following parental objectives will apply for the bilingual program in District 16 for 1979-80.

1. At least twenty (20) parents will be involved in the preparation of the educational materials with the assistance of the Bilingual Resource Teachers.
2. At least two hundred (200) parents will attend a minimum of 3 classes in arts and crafts, sewing, etc. coordinated

by the Family Assistants at P.S. 81 and P.S. 304.

3. At least fifty (50) items made by them will be displayed in two exhibits. The exhibits will be held before Christmas and during Pan American Week at the District Office. Awards will be presented to the schools for their achievement and participation in the exhibits.
4. At least 100 parents will use the Parents' Library located at the Parents' Family Workshop at P.S. 81 and 304.
5. At least 20 parents will volunteer their services for active participation in classroom activities at P.S. 81 and 304.
6. At least 30 parents will participate in an intensive English as a Second Language program to help them to interact in the community at P.S. 81 and 304.
7. At least 20 parents will enroll in a High School Equivalency course taught in Spanish, by representatives from the Continuing Education Program at P.S. 81 and 304.
8. At least 30 parents will participate in an intensive Spanish as a Second Language program at P.S. 81 and 304.

PARENTAL INVOLVEMENT ACTIVITIES

In order to achieve the maximum participations of the parents with children in District 16 Bilingual Program the activities which took place during the 1979-80 school year are classified under the following headings:

1. Parental Instruction
2. Parental Workshops
3. Parental Advisory Council
4. Parental Meetings

1. PARENTAL INSTRUCTION

Parents with children in the bilingual classes in CSD 16 participated in the following instructional activities:

A. The Resource Teacher held classes in English as a Second Language (ESL) for parents. See Appendix D for sample attendance to an ESL class held at P.S. 304 during the Fall 1979.

B. The Resource Teacher held classes in Spanish as a Second Language (SSL) for parents. See Appendix E for sample attendance to a SSL class held during the Fall 1979.

C. Lessons in Beauty Culture were represented by a parent at P.S. 304 during the Fall 1979. See Appendix F for sample attendance to one of these lessons.

2. PARENTAL WORKSHOPS

Several workshops for parents were held during the school year 1979-80. The workshops were requested by the parents and coordinated and presented by the Resource Teacher, or the Family Assistant under the guidance and leadership of the coordinator.

Among the areas covered were:

a) Orientation on Bilingual Education (Philosophy, goals, objectives, methodology, etc.)

b) How Parents can help their Children with Mathematics Consultant Shannon Almquist - CDA.

c) How Parents can help their Children with Reading in both English and Spanish - Lydia Gonzalez-Crane.

d) How Parents become "Volunteer Parents to the Schools" Shirley Leslie.

e) How Parents can help teachers in preparing classroom materials - both at P.S. 81 and P.S. 304.

f) How Parents can use the Television as means of instruction - Ms. Edith Hernández - Channel 13.

g) Energy Saving - presented by Con Edison.

h) Parents Involvement in Local School Board Election - Voting Rights - Consultant Mr. Kovalcik - Board of Ed.

i) Wife or Womens Rights - as seen in film - "Battered Wifes". and later analyzed by Mrs. Mallory from Bedford Stuyvesant Mental Health Center.

j) How to start a Coupon Club and Save presented by Consumer Office City of N.Y.

k) Fun Making - Rabbits, Flowers, Baskets for Easter and Mothers Day - District Staff. See Appendix G for attendance to this workshops.

l) The preparation of a Parent Involvement "A Reality" booklets for distribution at NABE Conference.

3. PARENTAL ADVISORY COUNCIL

The Advisory Council met regularly and in special occassions when needed. The council played a very important role in the bilingual program. Budgets, Modifications, Special activities, among others were first presented to the council members for approval and recommendations. It met officially 2 times with the District Superintendent and the members of the Community School Board. Two members of the board serve as liaisons to the Council. See Appendix H for a copy of an agenda to one of the Parental Advisory Council meetings.

4. PARENTS MEETINGS:

Every month each bilingual teacher met with their parents to discuss:

1. On going activities in the classroom.
2. How parents can help the children and the teacher in the educational process.
3. Attendance and Report Cards.
4. Health Habits
5. Homework and Special assignments
6. Other topics selected by the parents.

See Appendix I for attendance to a parent meeting held during the Fall 1979 at P.S. 304.

J for agendas to two parental meetings held during the Fall 1979.

5. WORK WITH TEACHERS

Parents assisted the teachers when requested and served as escorts when necessary. Parents meetings were held with the coordinator to discuss special parent activities, assembly programs, attendance to conferences and to discuss and resolve immediate problems. Parents reviewed and discussed the proposal and re-application presented for the school year 1979-1980 and 1980-81. During the school year 1979-1980 school year, parents helped in:

a) Preparing materials for bulletin boards.

b) Preparing materials for childrens use.

c) Preparing customes for special assemblies.

d) Escorting children on trips and visits.

e) Organizing luncheons and cultural affairs.

The parents also visited and observed classes. Previously they met with the Coordinator to discuss what to look for and the purpose of the visits. Follow-up discussions were held after the visits. The experience proved to be fruitful and changed/ attitudes toward bilingual education and about school staff.

6. OTHER ACTIVITIES

Among other activities carried out by the Family Assistants during school year 1979-1980 were the following:

HOME VISITS

a) Visit homes of students who exhibit truant behavior, who have other problems that do now allow children to function properly in school.

b) GUIDANCE - Assisting guidance counselor in familiarizing parents with the importance of children's school records.

c) PARENT ASSISTANCE

Accompanying parents to health clinics, Social Services Office and other agencies.

d) PHONE CALLS

To ascertain information from parents about pupils in attentance at school; to various agencies and securing appointments for parents.

e) ESCORTING PUPILS

a) Home - taking children home who are too infermed to go home on their own.

b) Dentist - accompanying children when parents cannot speak English.

f) Puerto Rico Discovery Day (November 19, 1979) at P.S. 304 District Widessembly and Parents Luncheon..See Appendix K.

g) Three Kings Day Festivities (January 6, 1980) Cultural Luncheon.

h) Pan American Week Activities (March - April 1980)

The parents planned three day workshops culminating with the exhibit, luncheon and distribution of awards.

The topics discussed at the workshops were:

How to help your child with Reading in English?

How to help your child with Reading in Spanish?

How to help your child in Mathematics with emphasis on thinking, talking, and Reading Math?

These workshops were held at the District Office and all the parents and resource staff were invited. Materials were distributed to all in attendance.

During Pan American Week an exhibit was held at the District. All parents of the participating schools proudly exhibited all the realia, artifacts, arts and crafts, etc. that they have made in the Family Room during the school year. Over 100 items were presented. A typical Puerto Rican Luncheon followed and awards were given to the parents.

The District Superintendent also sent special letters to all participating parents.

Several bilingual teachers brought their classes in to see the Parents Exhibit.

The evaluation of all these activities was excellent and everyone was suprised of all the things that the parents learned in the Family Room.

The Family Assistants and Resource Teacher played an important role in the Parent Involvement Program.

The District Staff planned and coordinated this activitiy with the Parents, Family Assistants and Resource Teachers.

C. CONCLUSIONS AND RECOMMENDATIONS:

In the four years since the bilingual program in district 16 has been in operation, its parental and community involvement has grown into almost a separate program in itself. The Family Assistants and the Resource Teachers have not only provided the needed Liaison with members of the bilingual school community, but have also involved the parents in the instructional activities, arts exhibits, etc.

In order to better document all the different activities in which parents participate it is recommended that the following be documented.

1. Description of instruction provided for parents. (materials, progress changes, attendance and dates)
2. Keep exact records on each workshop during the school year. These records should include date, topics attendance and an evaluation of the workshops or activities by the parents.
3. Parents meetings should be recorded in detail.
4. Complete records on all activities where parents have been directly involved with the children in the bilingual program.
5. Documentation should be kept on home visitations, including purpose, date and outcome/follow-up.

V. SUPPORTIVE SERVICES COMPONENT:

In order to provide the children in the bilingual program in District 16 with more than instructional activities, supportive services were fooered. Though in the original and continuation proposals, the supportive services were not treated in a separate section, it has been deemed appropriate to do so in this final report.

This year due to the Title VII budget cuts CSD 16 had the service of only one Resource Teacher for both P.S. 81 and P.S. 304. Mrs. Alston, the Resource Teacher, under the supervision and leadership of the Coordinator, has excelled in/her role in spite of the work constraints.

She served as a Liaison between the schools and the District Staff, assisted in the implementation and data collection of the Language Assessment Battery Test at both schools P,S, 81 and 304. The resource staff met frequently on an/on going basis with the Coordinator and Curriculum Specialist to plan workshops, special activities, and to aid in the delivery or services to the schools.

Among the outside Agencies used as resources we had:

a) The Bilingual Resource Center - Mrs. C. Velkas - Director
b) NYC Public Library - Mrs. Anita Bassy
c) Center for Career Education - Mrs. Martinez
d) Museum of Natural History - Mrs. Uyehara
e) Brooklyn Academy of Music
f) Brooklyn Association for Cultural Affairs
g) Museo del Barrio
h) Other Political Community Organizations

A. SUPPORT SERVICES ACTIVITIES CARRIED OUT BY BILINGUAL RESOURCE RESOURCE TEACHER : 1979-1980

I. a) LAB Testing in English and Spanish versions of all new admissions, Kindergarten students, students out of bilingual classes whose scores feel below 21st percentile, helped with testing of 1st grade in both schools.

b) Kept record of scores; distributed score labels from Central Board to teachers, assisted with attaching labels to test record cards in student files

c) Made recommendations, based on LAB scores for student placement to guidance counselor and administration.

d) Filled in School Data Report for both schools for monitoring of Consent Decree Program by Central Board; filled in pertinent information on Form E, Pupil Language Data as required by the Office for Civil Rights, kept records.

2. Submitted periodic reports to Bilingual Coordinator of admissions and discharges (mobility) involving bilingual classes.

3. Kept a daily log covering activities in both schools; submitted periodic copies of log to Bilingual Coordinator.

4. Did all translations into Spanish of notices, letters, flyers, etc. sent out from the Administration and some individual teachers to parents and community.

5. Held English and Spanish classes for parents and members of community .

6. Held workshops for parents and interested staff members.

7. Maintained bulletin boards in both schools with seasonal topics; helped individual teachers and family assistant with design motifs for their bulletin boards.

8. Was in touch with Bilingual Coordinator and Curriculum Specialist about new, incoming materials or classroom materials requested by teacher; arranged to pick up materials from district office, distributed same to teachers, sent back receipts for materials given out.
9. Kept inventory of teaching materials in resource rooms, distributed to teachers as needed, received materials again for storage; did inventory of items in library P.S. 304.
10. Sought out books, records, tapes and other special requests from teachers at the Bilingual Resource and Training Center, 131 Livingston Street, and public libraries during after-school hours, checked these out to teachers, and returned them to the libraries.
11. Helped with special assembly programs such as Puerto Rico Discovery Day, Black History Week, and Pan American Day. Listed resource materials available and checked these out to teachers; designed and executed stage decorations; put together the programs, designed program covers.

    In P.S. 304, served on Special Assemblies Program Committee for pre-planning of assemblies.
12. In P.S. 81, co-chaired Career Day Committee with Guidance Counselor; this involved contacting speakers by telephone and letter, arranging for a film assembly, an assemby program by teachers, a poster contest for grades K through 6, a speakers day with 40 guests scheduled into K-6 classrooms and 2 performing groups in the auditorium; a luncheon for all staff, speakers, and invited guests, a follow-up evaluation; designed program and invitation.
13. Did demonstration lesson in piñata-making for parents, a demonstration lesson in mask-making for a class in preparation for the Pan American Day assembly. Rehearsed students in songs for assembly and graduation; designed program and invitation for P.S. 81 graduation of 6th grade.

14. Coached students in both schools for participation in Spanish Spelling Bee, held elimination Spelling Bee in schools, attended District Spelling Bee with contestants, attended City-Wide Semi-Finals with contestants; acted as one of judges in District Spelling Bee.

B. CONCLUSIONS AND RECOMMENDATIONS:

This is another component in which the Bilingual Program CSD 16 has been working effectively. In order to document the thrust of this supportive service component. It is recommended that:

1. Documentation on counselling and referral be more specific, stating date, nature of problem, recommendations, follow-us or outcome, etc.
2. A more detailed narrative be submitted being specific on conferences, home visits, group counselling, etc.

VI. FINAL CONCLUSIONS AND RECOMMENDATIONS:

In view of the conclusions at the end of each component and in personal observations throughout the year of the Bilingual Education, ESEA, Title VII Program in Community School District 16, the evaluator feels, C.S.D. 16, is doing a commendable job in offering the best possible program to the surrounding community.

The administration should take in consideration the recommendations estipulated at the end of each component.
This program should continue to be funded as it operates with the degree of professionalism which has made it exemplary.

APPENDIX A

WORKSHOP EVLUATION FORM

I

WORKSHOP EVALUATION FORM

BILINGUAL PROGRAM COMMUNITY SCHOOL DISTRICT 16

ACTIVITY: _____

LEADER (s): _____ DATE _____

TO ALL PARTICIPANTS:

Please answer each of the questions listed below. Your responses will be greatly appreciated and will help us plan and improve the future programs in this area.

1. What numerical rating would you give to the different areas of this activity using the following scale:(1) unsatisfactory, (2) satisfactory, 3. average, (4). above average,(5) excellent

   a. Effectiveness of activity 1 2 3 4 5
   b. Instructional value of information presented 1 2 3 4 5
   c. Content applicability to your school position 1 2 3 4 5
   d. Practicality of suggestions offered 1 2 3 4 5

2. What did you like most about the activity?

   _____

   _____

   _____

3. What did you like least about the activity?

   _____

   _____

   _____

4. Did this activity meet your needs?
   Yes _____ No _____

5. What follow-up activity would you like?

   _____

   _____

   _____

SCHOOL: _____

APPENDIX C

OBSERVATION CHECKLIST FOR TEACHER BEHAVIOR

OBSERVATION CHECKLIST FOR TEACHER BEHAVIOR

Keys

Each area will be Completed according to the following:

4. Always
3. Most of the times
2. Sometimes
1. Very Little
0 Not Observed

THE TEACHER:	0	1	2	3	4	COMMENTS:
1. Provides Opportunities lik Flexible Time Schedules for Students to Work Independently						
2. Encourages Students Selection of Sctivities and Resources						
3. Demonstrates knowledge of each Student's Interest, Abilities, Learning Styles and Culture Backgrounds						
4. Demonstrates Patience and Respect for Student Opinions						
5. Speaks Clearly and Rewords Phrases on Various Levels of Student Linguistic Abilities						
6. Recognizes Differences Among Students						
7. Provides Specific, Constructive Criticism, and/or Praise Related to Individual Objectives						
8. Guides and Involves Students in Decision Making						
9. Suggests Alternatives Resources and Activities for Students						
10. Demonstrates Flexibility						
11. Participates With Students in Small Group Activities						
12. Creates Relaxed Confident Cooperative Stmosphere in Groups and Among Varying Individuals						

THE TEACHER:	0	1	2	3	4	COMMENTS
13. Is a Decision Maker and Demonstrates Leadership Qualities						
14. Encourages Peer Interactions and Participation by all Students						
15. Diagnosis and Prescribles Students Individually						
16. Evidences Organization and Pre-planning						
17. Encourages Student Involvement in Evaluation of Individual and Group Activities						
18. Utilizes Physical Facilities Effectively						
19. Encourages Inquiry Techniques and Asks Open-Ended Questions						
20. Provides Time for Experimentation						
21. Encourages Student Enrichment Activities When Appropriate						
22. Evaluates Individuals in Terms of their Ability and Progress						
23. Encourages Students to Evaluate their Own Work						
24. Makes Effective Use of Avalable Community Resources						
25. Communicates effectively in the languages and within the cultures of both the home and the school						
26. Assists Students to Maintain and Extend Command of the First and Second Languages						
27. Works Effectively with Paraprofessionals and other Adults						
28. Acquires, evaluates, adapts, and develops materials appropriate to the bilingual-bicultural classroom						
29. Identifies and applies procedures for the assessment of own strenght and Weakness as a bilingual teacher.						

APPENDIX H

AGENDA TO PARENTAL ADVISORY COUNCIL MEETING

Board Of Education
Of The
City Of New York

OFFICE OF COMMUNITY SCHOOL DISTRICT 16
1010 LAFAYETTE AVENUE, BROOKLYN, NEW YORK 11221
574-2323 • 574-2325

FELTON E. LEWIS, COMMUNITY SUPERINTENDENT

attended

MEMORANDUM

TO: All Parents, P.T.A. Presidents, Principals and Coordinators, Bilingual Teachers

FROM: Mercedes Miranda - Bilingual Coordinator

SUBJ: Parents Advisory Committee Meeting

DATE: October 26, 1979

There will be a Bilingual Advisory Committee meeting on:

DATE: Tuesday, November 1st, 1979.

PLACE: Parents Room - P. S. 304

TIME: 9:00 A.M.

The Agenda will be as follows:

1. P. R. Discovery Day
2. Re-Organization of Committee
3. Selection of Representatives from each school
4. Other Matters.

Habrá una reunión del Comite Asesor de Padres Bilingues el:

FECHA: martes, noviembre 1, 1979.

SITIO: Salón de Padres - Escuela Pública 304

HORA: 9:00 A.M.

La Agenda será:

1. Descubrimiento de Puerto Rico
2. Re-organización del Comite
3. Selección de los representantes de las escuelas
4. Otros Asuntos

MM/vc

APPENDIX J

SAMPLE AGENDAS FOR PARENTAL MEETINGS

P.S. 304
280 Hart S
Brooklyn, N.

[illegible], Principal
[illegible], Asst. Principal

October 2, 1979

Dear Parents:

You are cordially invited to a meeting to be held on:

Friday, October 5, 1979

9:00 A.M. - Room 130 - P.S. 304

Mrs. Miranda, District 16 Bilingual Coordinator, will explain the bilingual program for 1979-80. Topics for parent workshops will be discussed by Mrs. Alston and Mrs. Lopez, and English and Spanish classes for parents will be announced. Please plan to attend.

Refreshments will be served.

Sincerely,

Mrs. M. Alston
Bilingual Resource Teacher

Approved: Junious Watford

[illegible]. A. I. Lopez
[illegible] Assistant
Zone VII [illegible]

Apreciados padres:

Les invitamos cordialmente a una reunión que tendrá lugar:

el miércoles, 5 de Octubre, 1979

9:00 de la mañana - Salón 130 - P.S. 304

La Sra. Miranda, Coordinadora del Programa Bilingüe en el distrito, les explicará el programa bilingüe para el año escolar 1979-80. Hablarán la Sra. Alston y la Sra. Lopez sobre tópicos de talleres para los padres y anunciaremos clases de inglés y español para adultos. Tengan la bondad de asistir a esta reunión.

Se servirán refrescos.

Sinceramente,

P.S. 304
280 Hart Street
Brooklyn, N.Y. 11206

Junious Watford, Principal

October 29, 1979

Dear Parents:

All parents are cordially invited to attend a workshop on Conserving Energy at home to be held:

Date: Thursday, November 1, 1979

Time: 9:00 A.M.

Place: P.S. 304, Room 130

Mr. Angelo Vasquez of Consolidated Edison will be guest speaker. Come and learn from him how to save on your utility bills.

Refreshments will be served.

Sincerely yours,

Marjorie Alston
Bilingual Resource Teacher
Title VII

Antonia Lopez, Family Assistant

Approved: Junious Watford, Principal

---

29 de Octubre de 1979

Estimados padres:

Todos los padres están cordialmente invitados a un taller sobre Conservar Energia en la casa que tendrá lugar:

Fecha: el jueves, 1 de noviembre de 1979

Hora: 9:00 A.M.

Lugar: P.S. 304, salón 130

Sr. Angelo Vasquez de la compania Con Edison será el orador invitado. Vengan y aprendan como ahorrar dinero en las cuentas de gas y electricidad.

Se servirán refrescos.

Muy atentamente,

APPENDIX K

PUERTO RICO DISCOVERY DAY

BOARD OF EDUCATION CITY OF NEW YORK
COMMUNITY SCHOOL BOARD DISTRICT 16
1010 LAFAYETTE AVENUE
BROOKLYN, NEW YORK 11221

SAM PINN, JR.
President

FELTON E. LEWIS
Community Superintendent

MERCEDES MIRANDA
Bilingual Coordinator

RAMONA PACHECO
Curriculum Specialist

YOU ARE INVITED TO BE OUR GUEST IN OUR
CELEBRATION OF " PUERTO RICO DISCOVERY DAY "

PLACE: Public School 304 -
280 Hart Street
Brooklyn, New York 11221

DATE: November 19, 1979

TIME: 9:00 A.M. to 11:00 A.M.

JUNTA DE EDUCACION DE LA CIUDAD DE NUEVA YORK
JUNTA COMUNAL ESCOLAR - DISTRITO 16
1010 LAFAYETTE AVENIDA
BROOKLYN, NUEVA YORK 11221

SAM PINN, JR.
Presidente

FELTON E. LEWIS
Superintendente Comunal

MERCEDES MIRANDA
Coordinadora Bilingue

Les invitamos a celebrar con nosotros
el " Día del Descubrimiento de Puerto Rico "

SITIO: Escuela Pública 304
280 Calle Hart
Brooklyn, Nueva York

FECHA: 19 de noviembre, 1979

HORA: 9:00 A.M. 11:00 A.M.